

# Basic Communication Course Annual

---

Volume 5


Article 4

---

1993

## Contents

Follow this and additional works at: <http://ecommons.udayton.edu/bcca>

 Part of the [Higher Education Commons](#), [Interpersonal and Small Group Communication Commons](#), [Mass Communication Commons](#), [Other Communication Commons](#), and the [Speech and Rhetorical Studies Commons](#)

---

### Recommended Citation

(1993) "Contents," *Basic Communication Course Annual*: Vol. 5 , Article 4.  
Available at: <http://ecommons.udayton.edu/bcca/vol5/iss1/4>

This Front Matter is brought to you for free and open access by the Department of Communication at eCommons. It has been accepted for inclusion in Basic Communication Course Annual by an authorized editor of eCommons. For more information, please contact [frice1@udayton.edu](mailto:frice1@udayton.edu), [mschlange1@udayton.edu](mailto:mschlange1@udayton.edu).

## Contents

---

### **1992 Speech Communication Association Basic Course Committee Award Winning Papers**

#### **1992 Award Winning Paper in Basic Course Pedagogy**

- "The Effect of Computer-Generated Instructional Feedback and Videotape on the Speaking Performance of College Students in a Basic Speech Course..... 1**  
**Bruce W. Russell**

*This study examines the effect of computer-generated feedback and videotapes speech performances on the speech skill improvement of college students. Subjects are evaluated on "total" speech performance and on: (1) organization; (2) development; (3) style; (4) vocal quality; and (5) gestural quality.*

*Results indicate: (1) computer-generated feedback appear to be as effective as handwritten feedback; (2) providing instructor feedback before self-analysis of videotaped performances appeared to improve subjects' cognitive speech skill performances; and (3) providing computer-generated feedback appears to improve subjects' delivery speech skill performance.*

#### **1992 Award Winning Paper in Basic Course Research**

- "The Impact of Perceived Research and Teaching Competence on the Credibility of a Basic Course Director: A Case Study" ..... 27**  
**Pamela L. Gray, Martin G. Murray, and  
Nancy L. Buerkel-Rothfuss**

*This case study provides an initial inquiry into the Teaching Assistants' (GTA) perceived credibility of a basic course director (BCD), specifically isolating their perception of the teaching and research competence of the BCD. The results indicate that the perceived credibility may be tied to both teaching and research competence, appears to be extremely important to the GTAs and implies that low credibility would have many unpleasant effects on the staff, their teaching and the graduate program as a whole. This case study points to the need for more research to identify variables associated with the credibility of BCDs as a way to strengthen the quality of the basic course.*

## **Articles on Teaching Assistants in the Basic Course**

- "Are You a REAL Teacher? Student Perceptions of the Graduate Student as Instructor of the Basic Communication Course" ..... 43  
Lynda R. Willer

*This essay explores students perceptions of grad of the basic communication course. The primary purpose of this research was to identify and examine items of teacher effectiveness applied to graduate student instructors. Results suggest graduate student instructors are positively perceived on items evaluating teacher effectiveness of the graduate student instructors. A factor analysis suggests the emergence of two factors which relate to the task and interpersonal dimensions of teacher effectiveness. An alpha level of .88 established the reliability of the eight items which addressed these two dimensions as a measure of the perceived effectiveness of the graduate student as instructor.*

*A secondary purpose of the study was to identify any differences in student perceptions of graduate student instructors at the beginning or the end of the academic term or in the type of academic institution. Significant differences through analysis of variance techniques were identified on both dimensions.*

*Different aspects of exposure to graduate students were addressed as a key to the perceptions of graduate students as REAL teachers.*

**"Student Perceptions of Teaching Assistants (TAs)" ..... 71**  
**Nancy L. Buerkel-Rothfuss and Donn S. Fink**

*TAs perform a variety of teaching tasks in basic communication courses, but little empirical data exists to document the effectiveness of TA teaching ability or provide insight into how basic course directors and others involved in TA training might enhance their ability. The two studies presented herein provide descriptions of undergraduate students' perceptions of TAs as instructors. Results suggest that professionalism and communication skills are perceptions. Suggestions are provided for how to focus TA training on those critical variables.*

***Approaches to Teaching in the Basic Course***

**"Teaching Ethics in Introductory Public Speaking:  
Review and Proposal" ..... 101**  
**Jon A. Hess**

*Ethics are not heavily emphasized in either public speaking textbooks or classroom lectures. This de-emphasis of public speaking ethics is unfortunate. Educators should take responsibility for making sure that students are familiar with ethical issues and that they know that unethical public communication is not acceptable. Since public speaking textbooks do not provide much explicit guidance for ethical decision making, supplementary material is provided in this article. Four ethical principles are provided to help students understand the nature of communication ethics, a sample class lecture is outlined, and teaching ideas are included.*

**"Teaching Thinking in the Basic Course" ..... 127**  
**Melissa L. Beall**

*More "critical thinking" and "Greater transfer" seem to be the rallying cries of educational reformers. Few in the field of communication would dispute the need for critical thinking. The argument, instead, maybe whether we concentrate on logic and/or argumentation as the basis for teaching critical thinking, or choose to look at higher order thinking skills and practical application. This paper provides practical application for teaching thinking in the basic course.*

**"An ESL Oral Communication Lesson:  
One Teacher's Techniques and Principles" ..... 157**  
**John M. Murphy**

*This article presents a set of techniques and principles for teaching English as a second language (ESL) oral communication that is designed to prepare ESL students as successful participants in the introductory courses in communication. The discussion is divided into two major sections: a detailed description of an authentic classroom lesson and a concise listing of thirty techniques and principles derived from the lesson.*

*It is widely acknowledged that ESL speakers sometimes experience debilitating degrees of anxiety/apprehension during oral communication lessons which may result in resistance to traditional methods of instruction. Aiming to address this concern, the article presents a way of minimizing ESL students' anxiety/apprehension levels by highlighting the use of dyadic interactions. It illustrates a non-traditional classroom structure that encourages learners' active participation.*

**"Experiential Learning as an Adjunct to the Basic  
Course: Student Responses to a Pedagogical Model" ..... 182**  
**Judith A. Rolls**

*An experiential learning model requiring regular weekly attendance at a communication lab, videotaped classroom presenta-*

*tions, and journal submissions as adjunctive course requirements is described and assessed. A content analysis of lab evaluation forms and journal entries clearly shows that the model works. Students report they enjoy the experience, improve their interpersonal skills, become more sensitive communicators, experience personal growth, and feel they are more successful in classroom presentations as a result of the lab experience.*

## **Research on the Basic Course**

- "The Status of the Introductory and Advanced Interpersonal Communication Courses at U.S. Colleges and Universities: A National Survey" ..... 200**  
**Rod Troester and Drew McGukin**

*Interpersonal communication has become a significant area of instruction and research. This national survey clarifies the status of the introductory and advanced courses at U.S. colleges and universities by examining general course characteristics, instructional methods and materials employed, and course texts and contents. Results are presented for each course and are compared to an earlier study of interpersonal communication courses by Berryman and Weaver (1970).*

- "Adopting a Transformational Approach to Basic Course Leadership" ..... 221**  
**Dawn R. Weber, Nancy L. Buerkel-Rothfuss, and Pamela L. Gray**

*Transformational leadership focuses on communication aspects of leadership and vision, two concepts fundamental to the study of leadership in organizations. Basic courses function as subsystems within institutional organizations, making them appropriate contexts for application of organizational leadership theory. This paper presents strategies for using organizational theory to improve basic course leadership.*

## **Commentary**

"Communication Competence: A Commentary" .....	247
Lawrence W. Hugenberg and Donald D. Yoder	

*There have been many attempts to identify "communication competence" by communication scholars. Many attempts in determining definitions have focused on action definitions (speaker-defined competence) and reaction definitions (listener defined competence). In agreeing that communication is transactional, communication competence should be held to the same standard. Communication competence must be viewed as a joint effort by all participants in a situation; not as solely dependent on the communicator or the listener).*

*Public speaking evaluation forms attempt to measure communication competence of the speaker only. A recent attempt is The Competent Speaker Speech Evaluation Form (1992). This form identifies 8 competencies for the public speaker. These competencies offer the same problems to users that other forms have. These include: (1) the discrimination of the different levels of competence, (2) the subjective judgments from the teacher's point of view to the audience as a whole, and (3) the cultural narrowness of the descriptions of the competencies.*

Author Identification .....	261
Call for Papers .....	265
Editorial Philosophy .....	265